

LIBRARY - INSTRUCTIONAL MATERIALS CENTER SKILLS



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THE SCHOOL LIBRARY-INSTRUCTIONAL MATERIALS CENTER should be designed to serve the total curriculum of a school. In order to provide effective service, however, it is necessary that both students and teachers know how to use the needed materials and equipment effectively. Formal and informal inservice training for teachers in the use and production of all kinds of instructional materials is becoming more common. But much of the teacher's learning comes when he works with a librarian to provide his students with the necessary and appropriate skills for a unit of study.

While some still favor formal library classes for elementary students which may have only an incidental relation to instructional units and the library skills needed for them, and in which the teacher may not participate, the current trend is toward the integration of library instruction with classroom teaching. This requires more flexible scheduling and more effort on the part of teachers, librarians, and other instructional materials specialists. However, a library skill learned for a purpose and reinforced by curriculum related practice is more meaningful and is therefore more likely to be retained than unrelated teaching.

In the past most subject-related library instruction has been relegated to language arts classes. Of course, many library skills and reading skills are closely related. However, teachers and librarians are becoming increasingly aware of the need to present, reinforce, and practice library skills in many classes to allow for breadth and depth study and for individual needs and differences. This adds to the responsibility of the librarian for providing a flexible schedule that still includes coverage of all needed skills. Because of the need for flexible, curriculum-related instruction, not confined to one subject area, and because of the different stages of development of school libraries in Iowa, it is not practical to propose a rigid program for the presentation of various library skills. Training in skills in the use and preparation of non-book materials also is difficult to schedule because of the difference in availability and handling of these materials and items of equipment.

A NUMBER OF HANDBOOKS suggest library skills to be taught and methods of presentation including the approximate grade level at which a skill should be introduced. Actually many skills are introduced gradually. For example, a kindergartener may want to know what the card catalog is, a second grader may be ready to try to use it, but the basic presentation may be at third or fourth grade with continued teaching and reviewed to meet special needs during the rest of a child's years in school. If no elementary library or librarian is available, these skills must be presented in junior or senior high school. Skills in the use and production of non-print materials are just beginning to be included in such handbooks. Because of these problems the chart given, which is based on the opinions of several handbook authors, librarians, and teachers, should be considered only as a suggestion.

LIBRARY INSTRUCTIONAL MATERIALS SKILLS--SUGGESTED CHART
(Solid line suggests grade(s) for major emphasis as indicated by authorities used;
dotted lines indicated continued emphasis of guidance of individual use)

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Library citizenship	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Care of material	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Checking material in and out	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Using discrimination in selecting and use of material	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Arrangement of material	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Appreciation of illustra- tions and art	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Listening	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Significance and history of libraries	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Knowledge of authors, characters, and illustra- tions	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Magazines and newspapers	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Alphabetic order	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Parts of book	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Dictionaries	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Notes and outlining	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Card catalog	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Use of 8mm cartridge film	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Dewey	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Encyclopedias	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Special reference books	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Use of filmstrips, slides	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Maps and globes	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Children's magazine indexes	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

[Continued on next page]

LIBRARY INSTRUCTIONAL MATERIALS SKILLS (continued)

SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Bibliography making					
Information file; picture file					
Poetry and other indexes					
Atlases					
Almanacs					
Summarizing					
Reader's guide					
Production and/or use of drymount and transparency material					
Special non-book skills					
Study type reading; skimming					
Use of 8 and 16mm film projectors					
Study habits (beyond other specific skills listed above)					
Research papers					

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